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2020

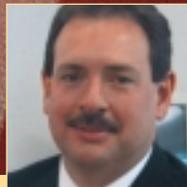
Maryland

Governor's

Workforce

Investment

Board





MARYLAND

GOVERNOR'S WORKFORCE INVESTMENT BOARD

January 15, 2003

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Eleanor M. Carey

**Dear Governor Ehrlich, Lt. Governor Steele, President Miller,
Speaker Busch, Businesses and Citizens of Maryland,**

The Governor's Workforce Investment Board welcomes this opportunity to share with you some of its recent accomplishments, as well as some of the workforce challenges facing Maryland and other states. The work of trying to align federal and state investments so that employers have workers with the skills they need when and where they need them is no simple task. The Board, however, knows the extraordinary importance of this effort to Maryland's economy and to its citizens and with your support will continue to rise to the challenge.

In 2002, the Board focused on ways to alleviate skill shortages in teaching, technology, and healthcare. Once again, Chairman Mills took a leadership role in emphasizing the pivotal role of K-12 education and the need for Maryland to assure that all schools, and most particularly schools in low-income areas, have highly qualified teachers. The Board actively supported the Thornton Commission recommendations for school improvement and was gratified to see them passed.

The Board's Technology Workforce Task Force recognized that, while demand in technology fields is not "white hot" as in previous years, there is still a tremendous need to raise the skill level of the technology workforce and to increase its diversity. The Board also sees that Maryland has a real opportunity to become a bio-tech powerhouse, provided that its education and workforce systems produce, attract and retain the scientifically skilled workforce it will require in the long term.

The Board is concentrating most of its efforts on healthcare because of the enormity of current and projected shortages and because of the family supporting wages that many jobs in the field offer to Maryland citizens. The Board has gained the support of two dozen industry and state agency leaders for an invitational summit and coordinated effort to tackle shortages in all segments of the healthcare industry. Its groundbreaking Skills-based Training for Employment Promotion (STEP) program has helped more than 150 low-income working parents gain the training needed to realize 10-100% increases in income and their employers to fill critical jobs in allied health fields as well as in technology and transportation.

To assist the new Administration and incoming legislators, Board staff has prepared the Summary of Maryland's Workforce Investment System at page 12, showing the \$1.7 Billion in State and federal funds that are invested in workforce preparation programs through Maryland agencies. The Board has also produced an Environmental Scan of all workforce information products and an Earnings Trend Analysis for numerous workforce programs, as well as Quarterly Workforce Information Fact Sheets for specific industries. Copies of these and other reports can be found and downloaded at the Board's website: www.mdworkforce.com.

The Board recognizes the excellent efforts of its State and local partners and of its staff. It is grateful for the cooperation it has received from the Governor, Lt. Governor, the General Assembly as well as from employers and citizens of Maryland. It looks forward to working with you to assure that Maryland has a workforce and a workforce system equal to the challenges of the global knowledge economy.

Sincerely,

Wayne A. Mills, Chairman

Eleanor M. Carey, President

VISION

A Maryland where every person maximizes his or her career potential and all employers have the human resources they need to grow and prosper.

MISSION

To build a world-class workforce development system that drives the State's economy.

GOALS

- ▶ A workforce development system that produces the best-educated and most highly skilled workforce in the world.
- ▶ To provide job seekers, incumbent workers, students, out-of-school youth, and employers the labor market and training information and assistance they need.
- ▶ A governance system focused on unified planning, continuous improvement, and accountability for results.
- ▶ To achieve universal recognition of Maryland's success in developing a world-class workforce development system.

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ADDRESSING CRITICAL SKILL SHORTAGES

One of the major challenges for the Board and its partners is to find ways to anticipate and respond effectively to critical skill shortages as they develop in Maryland's economy. This year, the Board is focusing its main efforts on developing strategies to reduce skill shortages throughout the healthcare industry, strategies that it believes can be modeled to address shortages in other industries. The Board also joined forces with public and private leaders throughout Maryland in advocating for the Thornton Commission recommendations to improve K-12 education and to raise the skill levels of teachers. It continued its focus on increasing the diversity of its technology workforce in order to anticipate future demand and also used federal grant funds to determine employer demand in the Susquehanna region, the Upper and Lower Shores, and in Southern Maryland.

TACKLING GROWING HEALTHCARE SHORTAGES

As the *New York Times* noted recently, healthcare has become a major economic engine from Boston to Bethesda. It is also no secret that every part of that engine is experiencing shortages of skilled workers and that those shortages are predicted to grow to health-threatening levels. Right now, for example, Maryland faces a shortage of more than 5,000 registered nurses. If we fail to act, that number is predicted to jump to 17,000 in just ten years, and that is just for nurses. Shortages are also acute and growing in allied health occupations, such as surgical, pharmacy and radiology technicians, in hospitals, nursing homes, long-term care and assisted living facilities.

After researching best practices across the country and meeting with representatives from all sectors of the healthcare industry, the Board has decided to convene an **Invitational Healthcare Workforce Summit** of private and public sector leaders who have agreed to take responsibility for implementing the strategies agreed upon at the Summit. So far, two dozen institutions have agreed to participate, including the Johns Hopkins Hospital and Health System, the University of Maryland Medical System, Adventist Healthcare, the Association of Maryland Hospitals and Health Systems, the Health Facilities Association of Maryland, Mid-Atlantic LifeSpan, the Maryland Association of Community Colleges, and Montgomery County Public Schools, among others. The Board is currently seeking outside funding for the Summit and the year-long coordinated effort that will assure that its strategies turn into reality.

“The major challenge to the U.S. economy in the 21st century is the shortage of skilled workers.”

— National Governor's Association, “A Governor's Guide to Creating a 21st Century Workforce” 2002



“Developing workforce diversity is a journey, not an end product; it is an integral part of the company’s value system and business practices.”

— Lockheed Martin
Mission Systems

Concurrently, the Board is coordinating an effort to connect transitioning military healthcare personnel into civilian healthcare jobs in Maryland. A working group that includes federal, state, local, and private representatives is developing methods to help bridge the gap between military skills and the precise requirements of State and national certification boards so that military personnel can move more readily into civilian healthcare occupations. In addition, the Subcabinet, a group of senior State agency officials that advises the Board, will devote much of its agenda in the coming year to formulating approaches and policy recommendations for public/private partnerships in healthcare.

As part of its research on healthcare skill shortages, the Board reshaped its **Critical Skills Forecaster** from a review of the overall labor market to a **Healthcare Update** that analyzed career paths, skill set requirements and other workforce indicators specific to the healthcare industry. The Update shows quantitatively that critical healthcare shortages are not limited to nursing, but are indeed found throughout all healthcare careers. ■

STRENGTHENING MARYLAND’S TECHNOLOGY WORKFORCE WITH GREATER DIVERSITY

Despite the dot.com downturn, there has been no lessening of the need for increased technology skills in every segment of Maryland’s workforce. Tech savvy workers are in demand in hospitals, banks, factories, distribution facilities, as well as hotels and restaurants.



The Board’s Technology Workforce Task Force (TWTF), which has been exploring ways to expand the State’s information and biotechnology workforce, has identified the lack of diversity in the technology field as a significant impediment to meeting current and future demand. The Task Force wants to make technology and biotechnology occupations more accessible to the tremendous talent pools of women, minorities and persons with disabilities who have the potential to excel in them. As a result, in 2002, its Diversity subcommittee began researching resources businesses can use to increase diversity within their workforces. The TWTF is developing a **Diversity Resource Guide** that will highlight effective practices of local employers, summarize successful recruiting techniques, and offer guidance for implementing diversity programs for hiring women, minorities, and persons with disabilities.

The TWTF Marketing subcommittee, devoted to attracting talented students and workers to technology careers and opportunities in Maryland, is emphasizing diversity in its efforts, as well. The subcommittee's tools include literature targeted at job seekers and enhancing the visibility of underrepresented groups on the technology page at www.choosemaryland.org.

The Measurement subcommittee has developed a survey of State information technology (IT) programs, which were designed to impact the supply and quality of IT workers in Maryland. The survey results, which will be an update and report card on IT Initiatives created over the past several years, asks each program to assess its measures, outcomes and lessons learned about its effectiveness in light of its original goals and objectives. ■

SURVEYING EMPLOYER DEMAND THROUGH THE CHESAPEAKE WORKFORCE ALLIANCE

The Chesapeake Workforce Alliance, a collaborative research project involving four Local Workforce Investment Areas (Lower Shore, Southern Maryland, Susquehanna, and Upper Shore), which comprise thirteen Maryland counties, is the product of a community audit grant awarded to the Board from the U.S. Department of Labor. This year the Alliance effort conducted a mail survey of 2,571 businesses that achieved a 33% response rate, direct interviews with 200 different businesses, and a series of focus groups within each local workforce area with approximately 20 additional business participants respectively. This business outreach will identify chronic vacancies, reveal education and training needs, specify required skill sets, and explore career ladders in five targeted industries: agriculture/environment, construction, healthcare, technology, and tourism.

Fieldwork associated with the Chesapeake Workforce Alliance will conclude shortly and a final report is expected in June 2003. While clearly an opportunity to connect directly with local business communities, the effort also has statewide implications. For example, the final report will outline strategic pathways and map potential business cluster alliances that can serve as models for communities from Oakland to Ocean City. The two-year grant is a model of cooperation among federal, state, and local partners in conjunction with their business constituents. In fact, Maryland's undertaking will be highlighted on a forthcoming "Best Practices" web page (www.workforceusa.net) sponsored by the Department of Labor. ■



Local Workforce Directors (B.J. Corbin, Ellen Flowers-Fields, Bruce England, and Dan McDermott) reach out to businesses in 13 counties.

“You need training to survive and stride forward. STEP gives people that chance.”

— Dorian Wise, most recently a greeter for the University of Maryland medical center, who went through surgical tech training and is now working in the OR at the University of Maryland Medical Center.



Surgical technician trainees, Dorian Wise and Teresa Zera Pilson, are thrilled with their new skills and their new colleagues.

LEAVING NO ONE BEHIND

Just as we can no longer afford to have large numbers of students fail or drop out of the local school systems, we can no longer afford to overlook the unrealized potential of current workers or ignore the impact of ex-offenders returning to their communities without skills or opportunities. As the Aspen Institute’s Domestic Strategy Group warns in its recent study, *Grow Faster Together. Or Grow Slowly Apart: How America Will Work in the 21st Century?*, “with the labor force leveling off for the next 20 years, every worker will be needed.” The Governor’s Workforce Investment Board recognizes that we will not solve critical skill shortages until we assure that every Marylander has access to the knowledge and skills that will be needed to survive in the global knowledge economy.

“STEP”ING UP FOR WORKING PARENTS AND THEIR EMPLOYERS

The General Assembly stepped up to the challenge of increasing the skills of low-income working parents. Beginning in July 2001, it charged the Board with developing and guiding a \$1 Million competitive grant pilot program to demonstrate how short-term training might impact low-income employees’ income and benefits. During the first year, **STEP (Skills-based Training for Employment Promotion)** grants were made through the Maryland Department of Labor, Licensing and Regulation to Local Workforce Investment Areas in Baltimore City (\$575,000), Montgomery County (\$415,000) and Prince George’s County (\$10,000 planning grant). The results are beginning to come in, and STEP is exceeding expectations in every way.

First of all, as the General Assembly had hoped, STEP is showing that investing in working parents pays off with significant increases in wages and benefits. What was not necessarily anticipated was that STEP would lead to a groundbreaking agreement among eight Baltimore hospital employers on curricula and skill standards and on paying full-time wages for part-time work and part-time study. The Baltimore City Community College provided training at a convenient hospital site so that transportation and day care support were rarely needed.

As anticipated, Baltimore’s STEP parents moved from jobs as janitors, cafeteria workers, transporters, greeters and clerks to positions as surgical, pharmacy and nursing technicians, medical coders and dietary

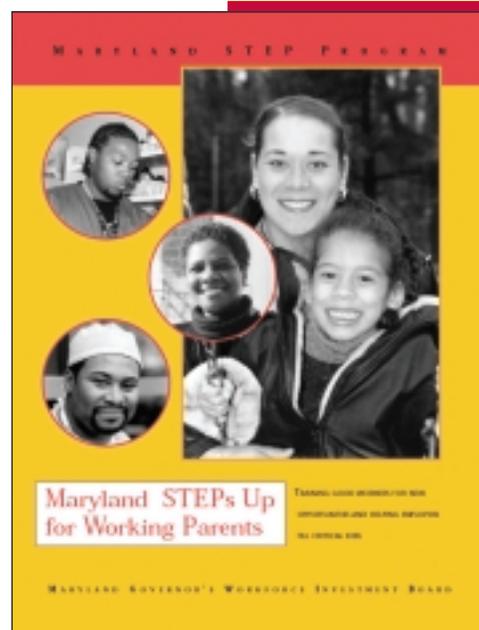
supervisors. What was not necessarily expected, though, was that many participants found that STEP has opened new worlds to them and impressed on their children the importance and benefits of studying hard for lofty goals. Many want to go further on their new career ladders, an unattainable dream when the prospect of paying to go to school at night while working full time and raising a family seemed far beyond their resources or their strength.

Their employers are happy too. They are filling critical skill shortage jobs and reducing turnover costs. They see the 50% funding match and paying workers while they study worth the cost when the payoffs are a more stable workforce, and greater ability to fill high-demand jobs with skilled workers.

The numbers are impressive as well. In Baltimore City, 77 working parents received training, 73 completed their courses, 72 were almost immediately placed in higher paid positions and realized an average salary increase of \$5,079. In Montgomery County, 33 of 40 currently employed parents completed training in allied health, technology or customer service. Twenty-four have been promoted and received starting salary increases averaging \$2,543. Nine are pending promotion and 22 additional participants will begin training early in 2003.

Early positive results persuaded State leaders to fund a second 2-year pilot program and the Board awarded \$459,000 to Prince George's Workforce Services Corporation, \$437,000 to Baltimore City Mayor's Office of Employment Development, and \$100,000 to Southern Maryland Works. All are focusing primarily on nursing and allied health occupations.

The STEP pilot program shows conclusively that training current workers for greater responsibility in areas of skill shortages benefits them, their families and their employers. The pilot so impressed the Open Society Institute that it awarded the Board a generous grant to fund a report that tells the inspiring stories of these working parents and their employers and the very real results that their training have produced. Please go to www.mdworkforce.com to download a copy of *Maryland STEPs up for Working Parents: Training Good Workers for New Opportunities and Helping Employers Fill Critical Jobs*. ■



“...it really is a good investment for us. STEP is offering training in job categories that have been difficult for us to fill.”

— Ron Peterson, President of the Johns Hopkins Health System and Johns Hopkins Hospital in Baltimore.

PURSUING A VISION FOR EVERY YOUNG MARYLANDER



The State Youth Council (SYC) deeply understands that it is critical to Maryland's continued economic well-being that every young person be able to transition successfully into a meaningful career opportunity or continued education and to achieve long-term self-sufficiency as a responsible, fully contributing adult. The Council's efforts toward a coalition of state, local, and private youth service and education organizations are taking shape. The SYC continues to seek an audience among peer groups to outline its vision and petition for willing partners in its effort to align strategic undertakings and coordinate resources.

One of the primary goals of the SYC is facilitating communication between local youth councils and State agencies. Late in 2001, the Council surveyed its local counterparts to identify concerns or issues that required increased technical assistance. Subsequently, the SYC began building an Internet-based forum for local and national best practices. Eventually, a second committee emerged, charged with helping local youth councils assess their operations and incorporate the insights learned from accepted best practices. The State Youth Council is committed to repeating its survey efforts over time to ensure needs are identified and met. In 2002, the SYC began working with local youth councils to identify conflicting youth policies and practices. These will be brought to the State agencies so they can begin working toward a solution. ■

NEW TAX CREDITS FOR EMPLOYERS WHO HIRE EX-OFFENDERS

Recognizing that not having a job is one of the major reasons ex-offenders return to prison, the General Assembly established a pilot program to encourage employers to consider hiring ex-offenders. The two-year program will provide a total of up to 300 (150 per year) tax credits and fidelity bonds to employers who hire ex-offenders. The tax credits give an employer a credit on 30% of the wages an employee earns in the first year of employment, up to \$6,000, and 20% of the wages an employee earns in the second year of the same employment, up to an additional \$6,000. The employer who hires the returning ex-offender also will be covered with a \$5,000 fidelity bond.

Since more than 80% of the 15,000 ex-offenders who are released in Maryland each year return to Baltimore City (66%) and Prince George's County (15-20%), the Board and the Department of Labor, Licensing and

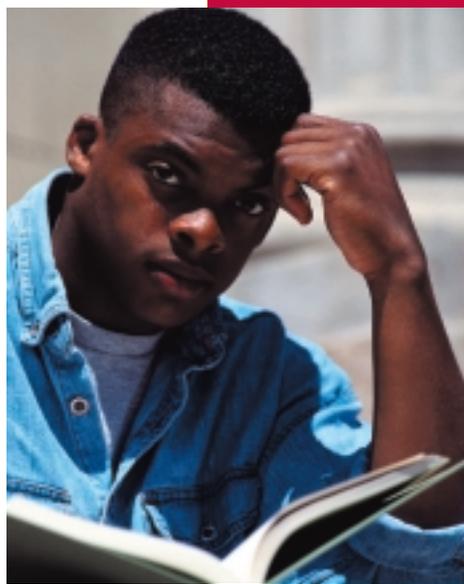
*“All who have meditated
on the art of governing
mankind have been
convinced that the fate of
empires depends on the
education of youth.”*

— Aristotle

Regulation, which were charged with designing the pilot program, decided to divide the credits and bonds proportionately between those jurisdictions. We are working closely with the Department of Public Safety and Corrections to determine the effectiveness of these incentives and measure the earnings and length of service of program participants against those for whom credits and bonds are not available. ■

ADVOCATING FOR RESOURCES TO ATTACK ILLITERACY

Even though Maryland enjoys the second highest family income as well as the highest number of persons with Ph.D.s in the nation, more than 700,000 of its citizens do not have a high school diploma or its equivalent. Fully twenty percent of the State's adult population cannot read adequately and lack the basic skills to advance beyond the lowest rung of jobs. Nonetheless, Maryland's adult literacy programs had funding to serve fewer than 38,000 of those individuals last year. For these reasons, the Board strongly supported a \$2 Million funding increase, arguing that achieving a diploma or its equivalent can result in an increase of \$6,000 in individual income. The Board was pleased that \$1 Million in additional State funding was included in the Thornton Commission appropriation and will continue to advocate for increasing Maryland's commitment to eradicating illiteracy. ■

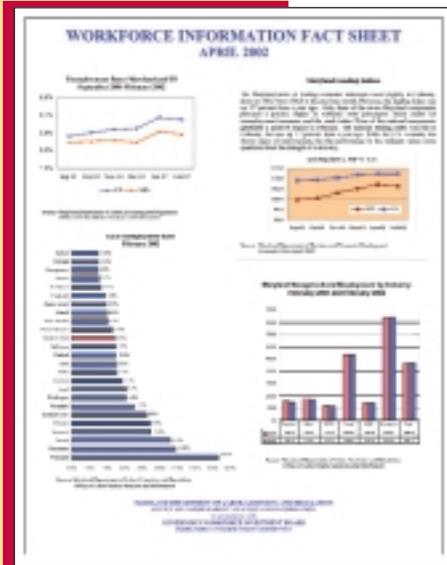


ENHANCING COMMUNICATIONS & PROVIDING INFORMATION

Timely, accurate information about workforce supply and demand and the effectiveness of education and training programs is essential for businesses, job seekers, educators, State and Local boards, and other policy makers. However, it is often hard to come by. The Board is dedicated to acquiring the data and performing the analyses that are essential for sound workforce decisions.

UNEARTHING A WEALTH OF WORKFORCE INFORMATION

In November 2002, the Board commissioned the *Earnings Trend Analysis* report from the University of Baltimore's Jacob France Institute. The analysis uses wage information to map earnings over time of participants in the State's occupational training programs, beginning before they entered the programs. The analysis shows increased earnings of the participants in each occupational training program but cautions the reader not to compare programs by earnings alone because each



program has very different customers, goals, and funding. The report instead should be used to evaluate the occupational training programs together as a whole.

The Board’s quarterly *Workforce Information Fact Sheets* give readers a quick look at the current economy in Maryland and facts about selected industries or areas. These fact sheets are helpful to anyone who lacks the time for longer, more detailed reports.

Another ambitious undertaking was the *Environmental Scan* that lists much of the data available from our workforce partners. Each listing contains a description of the data, the latest time period for which they are available, and contact information.

We are currently working to put this report on our website with usable links to each data source.

In order to serve its members and partners better, the Board surveyed its partners to determine the specific workforce information they need. Responses covered the entire spectrum of employment and training categories such as, demographics, wages, occupations, and education or training providers. The survey results indicated that most of the information in demand is available or will be available soon. The most notable exception was comprehensive data on current local job openings. This information is difficult to obtain in a timely way, but we are working on alternatives. ■

REVISITING THE STATE OF MARYLAND’S WORKFORCE

The Jacob France Institute is partnering with the Department of Labor, Licensing, and Regulation to produce the Board’s **2002 State of the Workforce Report**. The Report’s 3rd edition will update information on population and employment trends, both at the State level and for each of the 12 Local Workforce Investment Areas. The study will also identify current and future skill shortage occupations. This information is intended to help local boards, economic developers, educators and trainers plan their activities for the year. The 2002 State of the Workforce Report will be published early in 2003. ■

CONTINUING CONFERENCE COLLABORATION WITH MARYLAND CHAMBER OF COMMERCE

Over 250 stakeholders participated in Maryland’s **2nd Annual Workforce Conference**, which the Board co-sponsored with the Maryland Chamber of Commerce, Maryland Works and NASA’s

“If the economy and labor markets are to function efficiently in this fast-changing global environment, then decisions by all players must be made on the basis of timely and accurate information.”

— National Association of State Workforce Board Chairs, “The Competitive Challenge: Building a World-Class Workforce” 2002

Maryland Space Grant Consortium. The November 2002 event took place at the Johns Hopkins University Applied Physics Lab and emphasized informed, interactive business-to-business dialogue on workforce development issues. Exhibits from 15 vendors filled the anteroom and business leaders, workforce professionals, and government officials filled the plenary session and panel discussions.

Wayne Mills, the Board's Chair, spoke about the future state of Maryland's workforce, pointing out that forecasters predict a demand for 384,000 new workers in the State by 2010 in addition to another 544,000 workers necessary to replace retiring or departed workers during the same time span. Many of these positions will need employees that are highly skilled and educated. Chairman Mills outlined the individual roles of business, education, and government in creating a collaborative, seamless workforce system.

Willard R. Daggett, Ed.D., President of the International Center for Leadership in Education, was the keynote speaker. Dr. Daggett asserted that the American education system does not prepare students for the world of work; instead, it prepares students for the next level of education. He concluded that if workforce and education professionals do not work together to ensure education models and curricula are aligned with the needs of businesses, workers in the United States will lose their ability to compete for jobs in the evolving global economy. ■



Board Policy Analyst, Linda Miles, shows real potential on Cecil Community College's tractor trailer simulator.

INTRODUCING BOARD'S NEW WEBSITE: WWW.MDWORKFORCE.COM

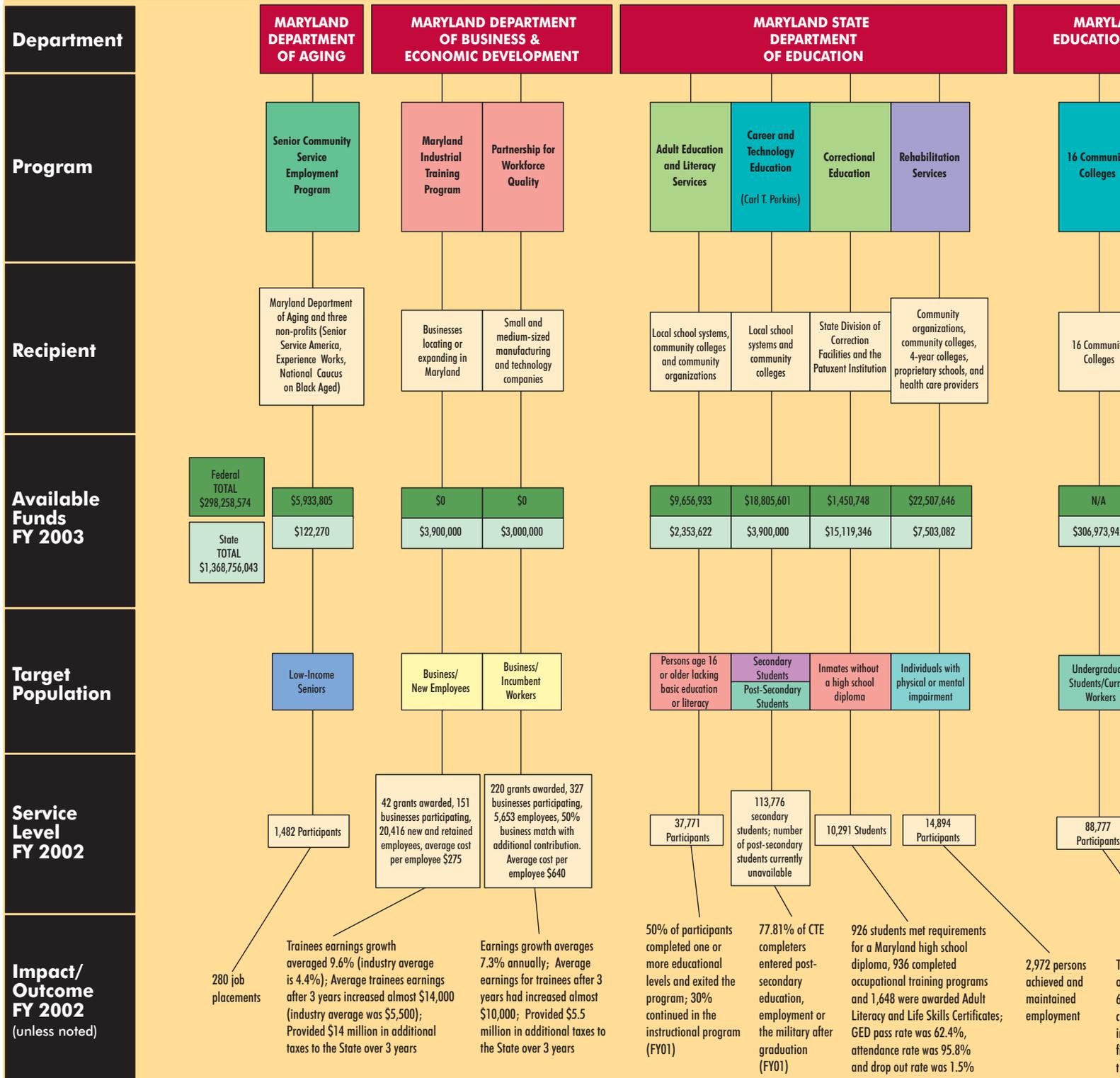
The Board's new website went "live" in September 2002. The Board staff is maintaining the website so it is a work in progress. Having the ability to access the website ourselves, while a challenge, allows us to control and change the content quickly.

The website has exciting new capabilities that we are just learning how to use. We will be able to have on-line meetings, forums, and surveys as well as have a "members only" area. We are constantly upgrading and updating our website so look back frequently as we continue to add information. ■



SUMMARY

THE WORKFORCE INVESTMENT SYSTEM IN MARYLAND



**AND HIGHER
N COMMISSION**

Office of Student
Financial
Assistance
(workforce
shortage
scholarships)

Maryland Higher
Education
Commission

\$0
\$27,133,366

Undergraduate
and Graduate
Students

6,470 Participants

The 2nd year Persistence Rate
of community colleges was
33.3% in FY 2001; Median
career program salary
increased 25% between the
first year after graduation to
the third year after graduation

**COMMUNITY COLLEGES,
PUBLIC COLLEGES
& UNIVERSITIES**

Maryland Applied
Information
Technology
Initiative at the
Maryland
Association of
Community
Colleges

Public 4-Year
Colleges and
Universities

Maryland
Association of
Community
Colleges

17 Colleges
and
Universities

\$1,200,000 (2 years)	N/A
\$0	\$967,292,436

General Public/
Capacity Building

Undergraduate
and Graduate
Students

No data; new
program

97,203
Participants

The 6 year graduation
rate of full time students
was 56.7% in FY 2001

**MARYLAND DEPARTMENT
OF HOUSING &
COMMUNITY DEVELOPMENT**

Community
Development
Block Grant

Community
Services Block
Grant

Rural Local
Governments

Community
Action Agencies

\$9,249,000	\$8,876,984
\$0	\$200,000

Mostly low and
moderate income
adults

People at 125% or
below of federal
poverty level

No data

192,526
Participants
(72,692 Families)

Economic development
projects created 480 new
jobs of which 252 would be
taken by low and moderate
income persons

For FY 2001: Workforce Services
maintaining employment for 90
days: 56 of 80 participants;
getting GED: 12 of 25 participants;
increasing earnings: 77 of
102 households;
increasing self-sufficiency:
228 of 242 families

**MARYLAND DEPARTMENT
OF HUMAN RESOURCES**

Food Stamp
Employment and
Training/Able-
Bodied Adults
Without
Dependent
Children

Child Care/
Purchase of Care

Family Investment
Administration

Fatherhood
Initiative

Job Access/
Reverse
Commute

Local
Departments of
Social Services

Department of
Human
Resources

Local
Departments of
Social Services

Local
Departments of
Social Services
and Non-Profit
Organizations

Local
Departments of
Social Services

\$900,000	\$104,673,713	41,045,673	\$500,000	\$3,044,584
\$0	\$29,897,256	\$0	\$0	\$0

Low-Income
Individuals

Low-Income
Families

Welfare
Recipients

Fathers, the
majority of whom
are low-income

Low-Income
Individuals

1,319 Participants

28,287 Children
21,190 Families

76,249
Participants

577 Participants

1,046,690
Passenger Trips

173 work
experience
slots filled

7,625 job
placements, 73%
job retention rate,
45% earnings
gain rate

337 participants
completed program;
172 participants
obtained full-time
employment

**APPRENTICESHIP
PROGRAM**

Apprenticeship
Program

Department of
Labor, Licensing
and Regulation

\$0
\$360,724

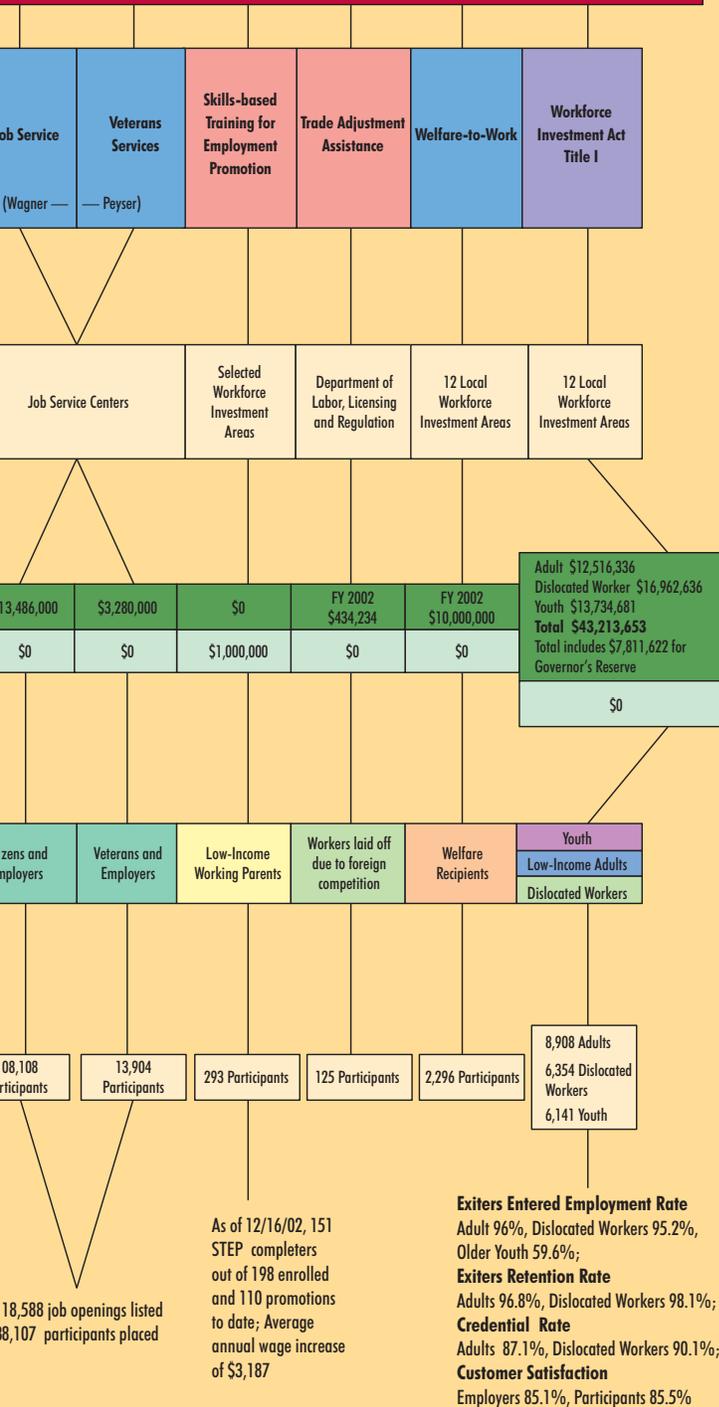
Individuals 16
years or older

6,677 Apprentices
530 Employer
Sponsors

867 completed
apprenticeship
and became
Journeymen



**MARYLAND DEPARTMENT
OF LABOR, LICENSING
& REGULATION**



MARYLAND

GOVERNOR'S WORKFORCE INVESTMENT BOARD

A primary goal of the Workforce Investment Act (WIA) is to improve State and local workforce systems through better coordination and the direct involvement of the private sector. The Maryland Governor's Workforce Investment Board is charged with aligning publicly funded workforce programs and private sector initiatives to create an effective workforce system. The accompanying chart attempts to show State and federally funded workforce programs administered by 7 State agencies and 17 public colleges and universities; the State and federal investments in those programs; their target populations and levels of service; and, where available, their most recent outcomes. Unless otherwise noted, the investment data are for Fiscal Year 2003 (7/1/02–6/30/03) and all other data are for Fiscal Year 2002 (7/1/01–6/30/02). The chart does not reflect investments in K–12 education, teacher development, Job Corps or adjudicated youth and adults. It also does not include financial subsidies to citizens, such as Unemployment Insurance Benefits or Temporary Assistance for Needy Families.

• COLOR LEGEND •	
PROGRAM TYPE	TARGET POPULATION
Education	Welfare/Social Service Recipients
Occupational Training	Persons w/Disabilities
Work Experience	Youth
Remedial and Basic Skills	Employees
Employment	Dislocated Workers
Social Services	Low Income
Full Service	General Public
	Lacking Basic Skills
• Assessment • Placement • Employer Services	• Training • Support

The Board acknowledges the leadership of The Reinvestment Fund (TRF) in developing this model to portray workforce services and is grateful for the opportunity to use it on behalf of Maryland.

Please see reverse side for brief program descriptions

MARYLAND DEPARTMENT OF AGING (MDoA)

Senior Employment Program: Provides subsidized training and employment for a period of up to two years for people who are economically disadvantaged and age 55 and older.

DEPARTMENT OF BUSINESS AND ECONOMIC DEVELOPMENT (DBED)

Maryland Industrial Training Program (MITP): Provides incentive grants for the development, retention and training of employees in firms locating or expanding their workforces in Maryland.

Partnership for Workforce Quality (PWQ): Provides 50/50 matching funds for manufacturing and technology companies with fewer than 500 employees in Maryland to invest in modernization. PWQ's three goals are to improve business competitiveness and worker productivity, upgrade worker skills for new technologies and production processes, and promote employment stability.

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

Adult Education and Literacy Services: Provides funding to local programs for adult education and literacy services, including GED instruction, to improve the education and basic skill level of adults to prepare them for employment and self-sufficiency.

Career and Technology Education (CTE): Provides leadership, coordination and technical assistance to local school systems and community colleges for the development and improvement of Career and Technology Education programs.

Correctional Education: Provides skill training and education to inmates in Maryland prisons.

Department of Rehabilitation Services (DORS): Provides an array of services such as training, employment assistance and assistive technologies to individuals with a physical or mental impairment that presents a substantial impediment to employment.

MARYLAND HIGHER EDUCATION COMMISSION (MHEC)

Community Colleges: State support for community colleges, includes State aid to community colleges known as Cade funds and unrestricted grants.

The Office of Student Financial Assistance: There are 14 financial assistance programs that are designed to attract undergraduate and graduate students into workforce shortage areas.

COMMUNITY COLLEGES, PUBLIC COLLEGES AND UNIVERSITIES

MD Applied Information Technology Initiative: Expands the information technology capacity of community colleges. Competitive grant funding will assist in the development of joint marketing, curriculum review, program support in technology, program innovation and the pipeline program, an effort to strengthen IT instruction at the high school level.

Public 4-Year Colleges and Universities: Undergraduate and graduate education at 17 public universities and colleges. Includes only State funds; excludes tuition, and endowments.

DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT (DHCD)

Community Development Block Grant (CDBG): The State distributes competitive Federal HUD funds to local governments in non-urban areas for eligible housing, public infrastructure, public facilities and economic development activities. Economic development activities (25% of the funds) must involve the employment of mostly low and moderate-income persons. These are generally used for loans to businesses for startup or expansion or for infrastructure grants.

Community Services Block Grant (CSBG): Provides general operating support to Community Action Agencies across the state that serve people at or below 125% of federal poverty guidelines. Agencies provide a variety of services, including employment services, all designed to assist the customer in becoming self-sufficient.

DEPARTMENT OF HUMAN RESOURCES (DHR)

Food Stamp Employment and Training (FSET) and Able-Bodied Adults Without Dependent Children (ABAWD): Provides training and employment services to qualified food stamp recipients and ABAWD customers.

Child Care/Purchase of Care: Provides vouchers for childcare to low-income families to enable them to achieve and maintain economic self-sufficiency.

Family Investment Administration (FIA): Provides employment and training assistance as an integral element of serving Maryland citizens through the federal Temporary Assistance to Needy Families (TANF) program. This program, administered by local departments of social services, serves eligible families who are in financial need. Provides access to other support services, such as childcare and Medicaid.

Fatherhood Initiative: Provides a variety of services to fathers including parenting skills instruction, education, employment development, and counseling.

Job Access/Reverse Commute (JARC): Creates or expands transportation opportunities for current and former Temporary Cash Assistance (TCA) recipients and other low-income workers.

DEPARTMENT OF LABOR, LICENSING AND REGULATION (DLLR)

Apprenticeship Program: The Maryland Apprenticeship and Training program brings together employers and organized labor to develop apprenticeship programs. Apprentices typically earn 50% of the wage for fully-qualified workers.

Employment Service/Job Service: Provides a variety of self-services, facilitated self-help services, and staff-assisted services to secure employment. The program is designed to assist all employers seeking employees and people seeking employment.

Veterans Services: Provides employment services to all veterans, including veterans with service-connected disabilities. Such services include employability and job development, job placement assistance, vocational guidance, training services, referral to supportive services and case management.

Skills-based Training for Employment Promotion (STEP): STEP, which is co-administered with the Governors Workforce Investment Board, provides skills upgrade training for low-income working parents. Participating employers provide 50% of the training costs and agree to promote their incumbent workers, guarantee benefits and increase their salary after training.

Trade Adjustment Assistance (TAA) Services: TAA provides job training, out-of-state job search assistance, relocation assistance and travel allowance for training to displaced manufacturing workers where the layoff or plant closure is caused by foreign competition.

Welfare to Work (WtW): The Welfare to Work program provides resources to local Workforce Investment Areas to provide long-term TANF (Temporary Assistance to Needy Families) recipients and non-custodial parents with job placement services, transitional employment, and other support services they need to make the successful progression into long-term unsubsidized employment.

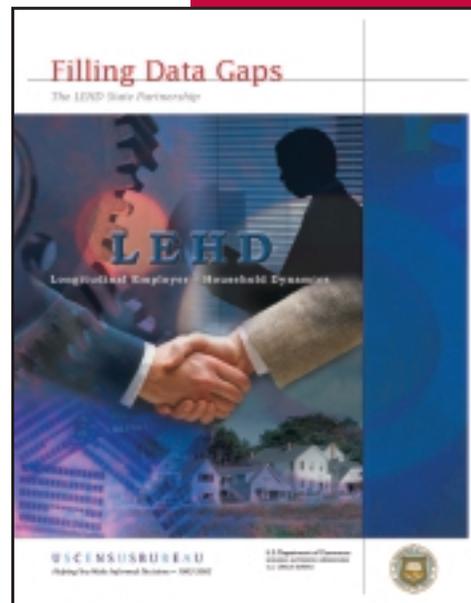
Workforce Investment Act (WIA) Title I: A federal program that assists adults, youth 14-21 years of age and dislocated workers to obtain employment services, assessment, employment assistance, and skills training. Program services are administered through 12 Workforce Investment Areas via One Stop centers that offer citizens and employers access to publicly funded workforce services. *Note: Adult Education, Wagner-Peyser, Perkins Act and Rehabilitation Services are also included in other WIA titles.* ■

MORE THAN A SUM OF ITS PARTS: NEW CENSUS BUREAU AND LABOR MARKET COLLABORATION

The U.S. Census Bureau, with the Maryland Department of Labor, Licensing, and Regulation, is producing an innovative new dataset, named “**Longitudinal Employer-Household Dynamics.**” It combines wage information with Census information for Maryland residents. It represents a major advancement in the type of information that will be available to workforce development professionals. Maryland is one of only ten states to be included in this pilot program.

The information will be on-line on the Census website in January 2003. The website will be configured so that an interested person can quickly and easily see workforce information at the State, county, or even workforce area level. The site will feature geographic graphing capability so that one can graph the selected information onto a map of the area with just a few clicks of the mouse. An added benefit of the new dataset is that it will be timely information, as most data will be available quarterly.

For additional workforce development information, be sure to visit our website at www.mdworkforce.com to find links to additional state and federal resources as well as a compendium of sites that provide workforce information. ■



STRENGTHENING GOVERNANCE AND SYSTEMS

One of the Board’s major responsibilities is to assure that the Governor, the General Assembly and the Congressional Delegation have a clear appraisal of the State’s workforce system and how well it is fulfilling the skill needs of Maryland employers. For that reason, the Board periodically briefs State and national elected leaders and their staffs. It will also advise the Governor on the recertification of the State’s 12 Local Workforce Investment Boards as required by the federal Workforce Investment Act.

INFORMING ELECTED LEADERS

To inform the new administration and General Assembly, the Board with the assistance of its agency partners, developed a **Summary of the Workforce Investment System in Maryland** (see center foldout). The Summary graphically depicts some 25 programs that provide education, employment and training services to Maryland’s youth and adults with

“Ultimately, the success of workforce policy and programs must be measured by their contribution to the economy.”

— National Governor’s Association, “A Governor’s Guide to Creating a 21st Century Workforce” 2002

“State economies are the economic engines of America. To achieve their potential – both in terms of technology and human capital – governors must have access to the most sophisticated tools available for helping workers and industry stay competitive.”

— National Governor’s Association, “A Governor’s Guide to Creating a 21st Century Workforce” 2002

wide varieties of skills, backgrounds, abilities and barriers. The Summary shows the more than \$1.7 Billion invested in those programs in FY 2002 as well as the numbers of participants and outcomes, wherever available. The Board has also prepared a “White Paper” for the purpose of briefing new and returning members of the General Assembly. ■

CONTRIBUTING TO THE NATIONAL DEBATE ON THE WORKFORCE INVESTMENT ACT

Across the nation, state and local workforce boards are weighing in with Congress as it prepares to reauthorize the Workforce Investment Act (WIA) in 2003. Maryland’s Board is fully engaged in the national WIA debate and will continue to encourage officials in Congress and the U.S. Department of Labor to refine WIA regulations so that more participation, increased flexibility, and greater accountability will be possible. The Board formed a working group that submitted written comments and suggestions to the U.S. Department of Labor in June 2002. Board President Eleanor Carey actively contributed to the development of *The Competitive Challenge: Building a World-Class Workforce*, in which the National Association of State Workforce Board Chairs underscored the economic necessity of preparing all current and future workers for the knowledge economy and lifelong education. The Report can be found at www.subnet.nga.org/workforcecouncilchairs/chairspolicy.htm. Staff members have attended regional forums and served on WIA advisory panels. Currently, the Board staff is preparing a briefing for the Maryland Congressional Delegation on WIA reauthorization. ■

REVIEWING PERFORMANCE FOR LOCAL WORKFORCE BOARD RECERTIFICATION

Every two years the Board must make recommendations to the Governor regarding the recertification of each of the 12 Local Workforce Investment Boards. The criteria used for this evaluation include whether current Board membership complies with WIA requirements and whether the local boards are achieving the Federal performance standards. Board Chairman Wayne Mills led a committee of State and local representatives to design Maryland’s re-certification policy. In addition to the federal standards, the Board has requested certification that each area maintains fiscal integrity, has no unresolved questioned costs or other outstanding audit issues, and has had a satisfactory review of its One-Stop centers. The local boards also agreed to share the additional measures they use locally to track performance so that the State Board will have greater understanding and ability to gauge their progress. ■

REFINING ITS SYSTEMWIDE "REPORT CARD"

The Board continues to search for meaningful ways to measure the performance of the Statewide workforce development system. In 2002, the Board voted to add high school "holding power" to its measures in order to get a better indication of the number of students leaving school before graduation than that provided by the drop out rate that shows the percentage of students who leave school each year. The holding power measure shows the percentage of ninth graders who graduate from high school four years later.

Another measure incorporated in 2002 is the self-sufficiency rate, which shows the percentage of completers of workforce programs who earn above 150% of the poverty level. The workforce development programs included are: welfare, employment and training, job service, vocational education, adult education and literacy, and rehabilitation services. In FY 2000, Maryland's self-sufficiency rate was 44%, meaning that almost half of the participants earned a modest income after completing a workforce development program. This is significant considering the formidable barriers to employment such as insufficient basic skills, minimal education, and negligible work history of many participants.

The measurement of the performance of statewide workforce systems is challenging for all states, but Maryland is leading the way. According to a recent publication of The Reinvestment Fund, *Workforce 2002: Measuring What Matters*, Maryland is one of only four states even attempting to measure the cumulative impact of their workforce systems. The National Governor's Association highlighted Maryland in a recent issue of its *Front and Center* newsletter, noting that "Maryland's initiative

System Measure	Definition	FY 1999	FY 2000	FY 2001	FY 2002
Credential Rate	% of State residents 18 or older with a high school diploma or better	NA	85.9%*	NA**	NA
High School Dropout Rate	% of students in grades 9–12 who withdrew from school before graduation or before completing a State-approved educational program	4.16%	3.90%	3.91%	3.69
Holding Power	Graduates as a percentage of ninth grade enrollment four years earlier.	72.6%	74.0%*	NA	NA
College Readiness Rate	% of students required to take developmental instruction in English, Math, or Reading upon entering a Maryland post-secondary institution in the year after acquiring a high school diploma.				
➤ Math	• College prep • Non college prep	27% 41%	26%* 38%*	NA NA	NA NA
➤ English	• College prep • Non college prep	16% 28%	15%* 25%*	NA NA	NA NA
➤ Reading	• College prep • Non college prep	16% 28%	13%* 24%*	NA NA	NA NA
Investment per Participant	The sum of program and direct administrative costs divided by the number of individuals served.	\$819	\$861	\$859	NA
Self-Sufficiency Rate	The number of participants served and placed by the workforce development system with earnings above 150% of the poverty level divided by the total number of participants who were employed following exit from the workforce development system.	NA	43.7%*	NA	NA
One-Stop Usage Rate	The number of employers in a particular industry in a particular region that list a job order with the automated one-stop system during the year divided by the total number of employer establishments in the industry and region.	NA	NA	15.5%	19.7%
Customer Satisfaction	The customer satisfaction score for the Workforce Investment Act Title I programs based upon the American Customer Service Index and reported on a 1–100 scale.				
➤ Participants		NA	NA	84.5	NA
➤ Employers		NA	NA	88.4	NA
Board Effectiveness	Board members' evaluation of the performance of the Board based on the achievement of the Board's quantifiable objectives in the Action Plan.	NA	NA	NA	89%

*Most recent data available **NA means that the data is "not available" at this time.

grew from its Board's request to establish a 'Report Card' that could be used to evaluate the workforce system's success, to identify areas that needed focus, and to identify information the Board could use to address systematic gaps". The Board is continuing to expand and refine its workforce measurements in this pioneering effort. ■

MAXIMIZING RESOURCES FOR BOARD PRIORITIES

With the State's fiscal challenges, the Board's budget has shrunk over the past few years compelling it to stretch the funding it receives and to be aggressive in seeking out new funding alternatives. The Board has also, as always, looked for leading Maryland citizens to strengthen its membership.

LIVING WITH LESS STATE FUNDING

Reductions in the Board's budget began in FY 2002 and will continue in FY 2003 and FY 2004. The Board and its staff are finding that they continuously need to produce more with fewer resources. The most notable loss is in staff positions, which numbered 12 in 1999 but now equal 9. Another substantial reduction has been in contractual services,

Board Annual Budget Comparison

	FY 2002 Budget	FY 2003 Budget	FY 2004 Budget (Proposed)
Salaries & Fringe	\$653,625	\$619,225	\$656,825
Communications	\$17,960	\$22,112	\$14,664
Travel	\$13,241	\$14,820	\$13,157
Contractual Services	\$139,856	\$77,418	\$37,253
Office Supplies	\$21,642	\$14,026	\$10,482
Office Equipment	\$8,577	\$6,112	\$2,958
Facility & Associations	\$31,746	\$28,358	\$28,067
TOTAL	\$886,647	\$782,071	\$763,406

which declined 42% in two years. In the past, a substantial majority of such funds underwrote information products, such as the **Critical Skills Forecaster** and our **State of the Workforce Report**.

The Board's operating budget is made up of State general funds and allocations from several State agencies whose missions include workforce development. For FY 2003, the Maryland Higher Education Commission joined the group of agencies contributing funds to the Board's budget. The Board's FY 2002, 2003 and 2004 budgets are shown in the following chart. ■

SEEKING PRIVATE RESOURCES TO IMPROVE MARYLAND'S WORKFORCE SYSTEM

In order to continue productive initiatives and implement new ones, the Board is reaching out to corporations and foundations that want to strengthen Maryland's current and future workforce. The Board is also seeking federal grants to help offset the funding lost through budget cuts. ■

ATTRACTING NEW PRIVATE AND PUBLIC SECTOR TALENT

It is axiomatic that the Board's effectiveness depends on the skill and experience of its members, who are appointed by the Governor for staggered four-year terms. We are grateful for the wisdom and generosity of our current and former members and are particularly pleased to welcome four new members in 2002 who have enhanced the Board in numerous ways.

- As **President of the Maryland State and D.C. AFL-CIO, Fred Mason** brings insight gained from negotiating numerous collective bargaining agreements that include provisions for workplace learning and skill development. Mr. Mason has been a steelworker, an autoworker and has represented hospital workers in Maryland. His familiarity with many different workplace learning systems is very welcome.
- **Eleanor McKay, CEO of Niermann Weeks Co., Inc.**, co-founded her 125-person Anne Arundel County company, which designs, manufactures, and distributes high-end furniture, lighting, fabric, and accessories to interior designers and decorators. She is keenly aware that the K-12 system is the supply line for the workers available to her business and that her success is contingent on, among other things, the skills and knowledge of those employees. Ms. McKay provides a private-sector reality check essential for successful policy development.
- **Dr. Sylvester McKay, President of Baltimore City Community College** (unrelated to Eleanor McKay), brings long experience in forging successful relationships and learning opportunities among high schools, colleges and industry. Dr. McKay has a special affinity for the struggles of many community college students and is dedicated to increasing their ability to succeed. He has already begun healthcare, construction, and tourism initiatives to open opportunities for students in those high demand fields.
- As **President and CEO of Adventist HealthCare**, which is Montgomery County's largest employer, **William Robertson** joined the Board to initiate concrete action to address the healthcare workforce crisis. He is already hard at work as the Chair of the Board's Healthcare Steering Committee and is generously contributing staff and other resources to assist in this major Board initiative.

“Workforce development systems work best when there is a strong private sector participation, good information on labor market needs and opportunities, strong training systems, and clear understanding of the skills required for jobs at all levels.”

— Corporation for a Skilled Workforce, “Building Partnerships for Workforce Development”

A TRIBUTE TO OUR BEST TEACHER: CHAIRMAN WAYNE MILLS



Retiring Board Chairman, Wayne Mills, accepts Certificate of Appreciation from MSDE-MINT Director, Darla Strouse, for his dedication to Maryland's students and teachers.

In a recent speech, Wayne Mills pointed out that the three most important factors in economic development today are “education, education, education.” In his four-and-a-half years as Board Chairman, Wayne has made this point again and again, never letting the Board forget that Maryland’s K–12 education system is the bedrock of its workforce and, consequently, of its economic strength. From his long experience as a top executive at Washington Gas, Wayne also knows that the quality of teachers, who are the heart of our education system, is the key factor in the success or failure of that system.

When Board members were considering the best tribute to Wayne at the conclusion of his term, none seemed more fitting than to honor him with contributions to the Maryland Initiative for New Teachers (MINT), a tax-deductible fund formed to enhance local teacher mentoring programs. Board members and staff contributed more than \$1,400 to MINT to express our admiration for Wayne’s gracious and determined leadership. We will miss him greatly, but will have the example of his passionate pursuit of educational excellence to guide us in the future. ■

LOCAL WORKFORCE INVESTMENT AREA HIGHLIGHTS

LOCAL WORKFORCE BOARDS EXPAND SERVICES

- ▶ Prince George’s Workforce Services Corporation celebrated the grand opening in 2002 of its new Sales and Service Institute at the Bowie Town Center. The Institute will emphasize training activities in professional customer service skills to help local businesses create repeat consumers. Much of the instruction will be industry-driven and will offer national certification for sales and service occupations. The training center will devote most of its attention and resources toward workers in Prince George’s County and businesses in the metropolitan area around Washington, DC. The 2001 State of the Workforce Report indicated tourism – clearly driven by customer-service experiences – is an industry with a critical shortage of workers. This center will recruit and train new employees in the industry.
- ▶ The Lower Shore Workforce Alliance opened its new One-Stop Job Market in Wicomico County in January 2002. The full-service facility includes among its on-site partners employment and training, job

“Today’s most successful training programs are intimately connected to local markets and specific employers.”

— Aspen Institute, “Growing Faster Together. Or Growing Slowly Apart.” 2002

service, Job Corps, migrant and seasonal farm worker, adult education and GED instruction, rehabilitation, and unemployment insurance representatives.

- Frederick County celebrated the opening of its new One-Stop Business and Employment Center in October 2002. The new facility serves as the home office for Frederick’s Job Service staff, its workforce agency, and its Office of Economic Development. The building also holds satellite offices of its partners such as rehabilitative services, social services, and Frederick Community College. In addition, the site boasts a resource area for job seekers, a training room with computer workstations, several conference rooms, meeting space, and an activity room for youth. ■

PRACTICING WHAT WE PREACH: PROFESSIONAL DEVELOPMENT THROUGH MIETP

The Maryland Institute for Employment and Training Professionals (MIETP) provides staff development and networking opportunities for professionals in the workforce development field. Based in Columbia, Maryland, MIETP serves staff primarily from organizations such as Local Workforce Investment Areas, the Employment Service, the Family Investment Program, various non-profit organizations, and private companies that help move people into the workforce.

MIETP helps front-line staff acquire and develop skills they need to provide exceptional service while also assisting supervisors, managers, and directors in providing the guidance and leadership necessary for effective program operations. Its mission is to build the capacity of professionals and organizations to deliver workforce development services. Operating as a division of the non-profit Prince George’s Workforce Services Corporation, MIETP is funded largely through a partnership between the Local Workforce Investment Areas, the State Department of Labor, Licensing, and Regulation and the State Department of Human Resources. Pat Cassidy, Deputy Director of the Governor’s Workforce Investment Board, is one of eight members on the Board of Directors, representing these and other partners, which guide the activities of MIETP. Currently, the Governor’s Workforce Investment Board staff is working with MIETP on a Professional Development conference in downtown Baltimore this spring. ■



“What we need to do is learn to work in the system, by which I mean that everybody, every team, every platform, every division, every component is there not for individual competitive profit or recognition, but for contribution to the system as a whole on a win-win basis.”

— William Edwards Deming,
American statistician, quality-control expert

MIETP Director, Bruce Wahlgren, Training Coordinator, Tammy Ditzel, and Board member, Linda Harris, at the vendor showcase of Maryland’s 2nd Annual Statewide Workforce Conference.

**Maryland Governor/
Maryland Lt. Governor****Wayne A. Mills**

Board Chair
Chair, New Millenium Ventures

Patricia A. Ferrill

Board Vice Chair
Manager, Business Development
for Education Industry
IBM Global Services

Charles R. Alfred

Regional Coordinator
Region 8—UAW

Joseph Anderson *

Senior Operations Analyst
DynCorp

* Also Chief Local Elected Official

Leo J. Blackwell

Regional Sales Manager
Cisco Systems, Inc.

James G. Cassidy

Vice President, Human Resources
Electronic Sensors & Systems Sector
Northrop Grumman Corporation

Alan Cheung, Pharm.D.

Senior Vice President
Cell Works, Inc.

Mary Ann Cricchio

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Hon. Leo Green

State Senator

Hon. Kerry Hill

State Delegate

David S. Iannucci

Secretary
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Emelda P. Johnson

Secretary
Dept. of Human Resources

Karen R. Johnson

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MD Higher Education Commission

Dana M. Jones

President and CEO
Southern Maryland Tri-County
Community Action Committee

Hon. Robert H. Kittleman

State Senator

Norma Lea LaParle

Vice President
Frank A. LaParle Dental Corp.

George Littrell, III

*Assistant Vice President and
Financial Advisor*
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Baltimore City Community College

Kathleen McKirchy

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Vincent "Cap" Mona

Chairman of the Board
The Mona Group

R. Wayne Moore

Chairman and CEO
TESST Education Corporation

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WESTERN MARYLAND*(Washington, Allegany, and Garrett)***Jim Kesselring***Chair***Peter P. Thomas***Executive Director*

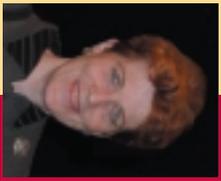
Western Maryland Consortium
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ORGANIZATIONS	BOARD	EXECUTIVE COMMITTEE	LEGISLATIVE COMMITTEE	WORKFORCE INFORMATION COMMITTEE	PERFORMANCE MEASURES WORKGROUP	STATE YOUTH COUNCIL	TECHNOLOGY WORKFORCE TASK FORCE
Adventist Healthcare, Inc.	■						
Advocates for Children and Youth						■	
AFL-CIO unions	■	■	■				
Allfirst Bank	■	■	■				
Anne Arundel Community College	■					■	
Anne Arundel County	■						
Anne Arundel Workforce Development Corp.			■		■	■	
BAE Systems							■
Baltimore City Community College	■					■	
Baltimore City Office of Employment Development	■		■		■	■	■
Blue Sky Factory							■
Calvert Memorial Hospital	■						
Catalyst Solutions							■
Catholic Charities			■				
Cell Works, Inc.	■		■				
Cisco Systems, Inc.	■					■	■
Citifinancial							■
Comcast (Mid-Atlantic Division)							■
Da Mimmo Finest Italian Cuisine	■		■				
Data Processing Solutions, Inc.							■
DynCorp	■						■
e.magination							■
Forum for Youth Investment						■	
Frank LaParle Dental Corp.	■						
Fraunhofer Center Maryland							■
Frederick County Job Training Agency			■				
Frederick County Public Schools						■	
Governor's Office for Children, Youth, and Families			■			■	
Howard Community College							■
Human Resources Consulting	■						
IBM	■	■					■
iPhotonics, Inc.							■
Local Workforce Invest. Board Youth Council Chairs						■	
Lockheed Martin							■
MAITI							■
Maryland Association of Community Colleges			■				■
Maryland Center for Arts & Technology							■
Maryland Chamber of Commerce			■				
Maryland Department of Aging	■		■	■			
Maryland Department of Budget & Management							■
Maryland Department of Business and Economic Develop.	■	■	■	■	■		■
Maryland Department of Human Resources	■		■	■	■	■	
Maryland Department of Juvenile Justice						■	
Maryland Department of Labor, Licensing & Regulation	■	■	■	■	■	■	■
Maryland Department of Planning				■			
Maryland Department of Public Safety & Correctional Ser.				■			
Maryland Department of Transportation				■			
Maryland Higher Education Commission	■		■		■		■
Maryland House of Delegates	■						
Maryland State Department of Education	■	■	■	■	■	■	■
Maryland State Senate	■						■
Maryland Technology Development Corp.							■
Maryland Workforce Development Association			■				■
Matrics, Inc.							■
Merrill Lynch	■		■				
Method 1518						■	
Microenterprise Council of Maryland							■
Montgomery County Public Schools	■	■					
Montgomery County Workforce Development Corp.					■		
Montgomery Works					■		
Morgan State University							■
NASA Goddard Space Flight Center							■
Naval Air Warfare Center							■
Neirmann Weeks Co., Inc.	■						
New Millennium Ventures	■	■					
Northrup Grumman	■		■				■
Prince George's Workforce Services Corp.				■			
Realty Tools							■
Social Solutions, Inc.						■	
So. Maryland Tri-County Community Action Cmte.	■					■	
Spectrum International							■
Struever Bros. Eccles & Rouse, Inc.	■	■	■			■	
Systems Integration and Development							■
Technology Council of Maryland							■
TESST Education Corporation	■						■
The Johns Hopkins Hospital	■	■					
The Johns Hopkins University	■		■		■	■	
The Mona Group	■						
UMBC							■
United Parcel Service	■						
United States Dept. of Labor						■	
University of Maryland Medical Center			■				
USinternetworking	■						■
Verizon Communications							■

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